DOCUMENT RESUME

ED 145 810 IR 005 019

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TITLE	PHASE I: Planning for the R & D Dissemination and Feedforward System: Research and Policy Interpretations Option. Final Report.
INSTITUTION	Ohio State Univ., Columbus. Center for Vocational Education.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group. School Practice and Service Div.
PUB DATE	Apr 77
CONTRACT	400-77-0001
NOTE	63p.; Best copy available
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Case Studies; Diffusion; *Educational Innovation; Educational Research; *Information Dissemination; Information Networks; Information Systems; Planning; Questionnaires; *Research and Development Centers; Tracking
IDENTIFIERS	*R and D Exchange

ABSTRACT

This report documents the activities from October, 1976, to February, 1977, of the Research & Policy Interpretations Contractor, a support service to the Research and Development Exchange. Products during this period included contributions to the tracking system and anecdotal success story activities, and a state of the art review of promising practices. Also included in the report are the plan for Phase II, and a record of the contractor's participation in system meetings. The report is supplemented by five appendices. The first includes comments on tracking with specific comments upon the Dissemination Status Request form used in Phase I, and a list of specifications for tracking NIE Sponsored Projects. Appendix B is a statement of preliminary guidelines for writing anecdotal success stories. Appendices C and D deal with planning for Phase II, the goal of which is to improve rationality of policy decisions. Flow charts describe the response, proactive, and feedforward functions of Phase II. Operational plans detail objectives, target audiences, functions, and operations for Phase II. Appendix E indicates preliminary procedures and provides prototype instruments for identifying and collecting evaluative information about promising practices. It summarizes some current activities to identify, validate, and/or disseminate promising practices. It also outlines a plan for developing a national file of validated promising practices designed to build on current activities. (WBC)

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FINAL REPORT

PHASE I: PLANNING FOR THE R&D DISSEMINATION AND FEEDFORWARD SYSTEM: RESEARCH AND POLICY INTERPRETATIONS OPTION

(During Phase I of the planning process, new titles were devised for the system and the contract R&D Exchange: They are: Resource and Referral Service)

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The Center for Vocational Education
The Ohio State Univereity
1960 Kenny Road
Columbus, Ohio 43210

April 1977

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- Generating knowledge through research
- Developing educational programs needs and outcomes
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

The material in this publication was prepared pursuant to a contract (400-77-0001) with the School Practice and Service Division, Dissemination and Resources Group, National Institute of Education, Department of Health, Education and Welfare. The activity which is the subject of this report was supported in whole or in part by the National Institute of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the National Institute of Education and no official endorsement by the National Institute of Education should be inferred.

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I. INTRODUCTION

This final report covers the contract period from October 1, 1976 through February 28, 1977. During this period of time the nature of the contract changed from the development of plans for research and policy interpretation activities such as papers and seminars to a proposed scope of work for a resource and referral service.

A. Purpose

The purpose of this final report is to document project activities which occurred from October 1, 1976 through February 28, 1977. Some of the products to be delivered on this contract have already been distributed. The interactions with the Data Management Contractor are documented. The remaining products are either enclosed with this report or in the Appendices.

B. Relationship to the RDx Effort

The Research and Development Exchange (RDx) has evolved into a structure for molding a nationwide system for dissemination of educational products. It includes nine contracts with six regional educational laboratories and one R&D center. Five regional exchanges (Rxs) link this effort to state educational agencies and intermediate service agencies. Four contractors provide support to the regional exchanges. This contract is one of the four support services.[1]

C. Subcontract Relationships

Collaboration between The Center for Educational Policy and Management (CEPM) and The Center for Vocational Education (CVE) seemed like an excellent arrangement for the scope of work planned for this contract. The resources of the ERIC Clearinghouse on Educational Management located at CEPM was used on the policy interpretations aspects of the contract. The strong evaluation division at CVE and the programmatic R&D on the diffusion of innovations made it a good choice for studying the feasibility of disseminating promising practices. Telephone and letter contact between the two organizations occurred almost weekly during the early stages of the contracting period.

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[1]More information about the relationships of contractors within the RDx may be obtained from a rationale statement for the R&D Exchange dated March 29, 1977, written by Susan Klein, School Practice and Service Division, Dissemination and Resources Group, NIE.

However, the problems experienced in defining policy as an area for investigation and the difficulty in fitting this subject into the scheme of the Feedforward concept, led the planning group to reconceptualize the function of this contract.[2] The policy function was dropped and a resource referral service substituted in its place. This referral service was designed to provide prompt access to information about organizations and people in three priority areas:

* Basic Skills: Mathematics
* Basic Skills: Reading
* Competency-Based Education

Other areas may be considered by the Resource and Referral Service depending upon the amount and nature of the requests.

This change in function stimulated a response from the Director of CEPM almost immediately following the December 16-17, 1976 meeting. Shortly thereafter, the director of this project raised the possibility of a modification in the subcontract with the project monitor in a letter dated December 27, 1976. These activities resulted in a one-month, no-cost extension of the subcontract to allow for redirection in the search strategies.

The deliverables attached to this report contain the redirected output from this extension. An annotated bibliography was completed in each of the priority areas. See enclosure Number 5 for this information.

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[2]This reconceptualization was noted in the "Notes on National Contractor's Meeting, 12/16-17/76", written by the Data Management Contractor.

II. DESCRIPTION OF COMPLETED ACTIVITIES

This section of the report describes the deliverables developed by CVE. The CEPM deliverables are described in Enclosure Number 2, the CEPM Final Report.

A. Delivery of Products

CVE contributed to activities conducted among the other contractors. Table 1 indicates the contributions to the tracking system and anecdotal success story activities. For example, the information on the Dissemination Status Request (Appendix A) was used by Data Management in a later systems meeting. Other questions about tracking activities were sent to Data Management later in the contract period.

A state of the art review of promising practices was performed by this contractor. Selected state education agency personnel were systematically interviewed by phone to determine techniques for identifying promising practices. Constraints on this identification process were listed in Appendix E, and a plan for developing a national file of promising practices was proposed.

Since the primary output from this initial planning phase was Phase II Plan, much of the product development was designed to contribute to this plan. Most of this development occurred following the December 16-17, 1976 meeting of the national contractors. A plan featuring the Research and Policy Interpretations option was presented at this meeting. Following this meeting a Resource and Referral Service plan was developed in two stages: (1) a revised plan was distributed to the regional exchanges prior to a Jamuary 3, 1977 conference phone call; and (2) The Phase II plan was revised again prior to the January 12-14, 1977 systems meeting where it was distributed and discussed. Enclosure Number 6, the technical proposal, contains the final Phase II plan. The due dates and completion dates for each product are noted in Table 1.

B. Participation in System Meetings

The contract was represented at each system meeting. A representative of the subcontractor was present at each of the meetings. In fact, the subcontractor participated in a meeting for educational linkers on the west coast.[3] The contributions of this contractor to system meetings are identified in Table 2.

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[3]The West Coast meeting was conducted by Richard K. Herlig, Director of the National Leadership Project, Council of Chief State School Officers, 1201 16th Street, N.W., Washington D. C. 20036.

Table 1

Product Delivery Schedule

Deliverable	Description	Due Date	Completion Date
1. Tracking System Review	This information was to assist the Data Management Contractor in the development and review of the tracking system.	To be determined	11/12/76 2/28/77
2. Anecdotal Success Story Review	This information was to assist the Data Management Contractor in the development and review of anecdotal success stories.	To be determined	1/11/77
3. Outline, Phase II plan	This sentence outline contains sections of the Phase II plan describing responsibilities of the National Function Contractor for Research and Policy interpretations.	1/7/77	12/16/76 12/27/76 [a]
4. Phase II plan	These two documents contain (1) a Detailed plan for Phase II responsibilities and (2) an evaluation plan for promising practices.	1/28/77	1/11/77

[a] The Phase II outline was revised and distributed for a conference phone call, 12/27/76.

Table 1--continued

Deliverable	Description	Due Date	Completion Date
5. Final Report	This document will include the final analysis paper, the annotated bibliography, prototype exemplary practice instruments/procedures, and the Phase II plan.	2/18/77	4/22/77
6. Subcontractor Search Design	This is a description of a search strategy for identifying exemplary information products with implication for education policy.	10/15/76	10/19/76
7. Implications Report	This is a preliminary paper on the implications of the consumer information product analysis for the dissemination and feedforward system.	12/10/77	12/10/77
8. Unscreened Priority Area Policy Interpretation Bibliographies	Materials were identified from initial search strategy and other sources such as the University of Oregon library.	3/31/77	3/17/77
9. Annotated Bibliographies of Priority Areas	These bibliographies contain screened materials for three priority areas.	3/31/77	3/17/77

Table 1--continued

Deliverable	Description	Due Date	Completion Date
10. Final Analysis of Strengths, Weaknesses and Gaps	This analysis paper contains implications for the RDx system.	3/31/77	3/17/77
11. Subcontract Final Report	This final report should be considered part of the final report of the project.	3/31/77	3/17/77

The system meetings were supplemented with conference phone calls. In addition to frequent calls between the contractor and the subcontractor, calls among system members were made to plan the agenda for the December meeting of the nationals and to discuss the Resource and Referral Service Phase II Plan.

Conversations with consultants and other persons interested in RDx at system meetings are noted in Table 2. In addition, Alice Tybout of Mike Radner's staff and Barbara Cole of CEPM stopped by CVE to discuss the project.

Table 2.

System Meeting/Contributions

Meeting/Date	Contributions from the Research and Policy Interpretations Contractor
First System-Wide Meeting October 18-21, 1976	1. Suggested system-wide issues were mailed to the Data Management Contractor in advance of the meeting as potential agenda items.
	2. A verbal progress report was presented on the RPI Contract.
	3. Product number 1 (an exemplary products/ strategies search design) was distributed at this meeting.
Second System-Wide Meeting November 21-23, 1976	4. Definitions of R&D products and exemplary practices were distributed and discussed. The handouts included suggested criteria for selecting the best exemplary practices and selected constraints affecting the identification of exemplary practices.
	5. RPI representatives met with the Data Management Contractor to discuss guidelines for anecdotal success stories.
	6. RPI representatives met with other nationals to discuss the handouts on tracking including the November 12, 1976 statement mailed to Data Management in advance of the meeting.
	7. RPI representatives met with Kenneth Komoski, Director of the Educational Products Information Exchange to share with him the purpose of the contract.
Systems Meeting of National Contractors December 16-17, 1976	8. Six scenarios were developed and mailed in advance to the Data Management Contractor in preparation for the meeting.
	9. A sentence outline of the Phase II plan was prepared, distributed, and discussed at the meeting.

Table 2. Continued

Meeting/Date	Contributions from the Research and Policy Interpretations Contractor
	10. NIE Files of exemplary practices completed in the states were utilized to verify state of the art comments.
	11. RPI representatives met with Joel Goldhar of the National Science Foundation to bring him up to date on project activities.
Third System-Wide Meeting January 12-14, 1977	12. The detailed Phase II plan was distributed and discussed.
	13. The report on promising practices was distributed.
	14. A meeting with Data Management representatives was held to discuss the possible transfer of responsibility for following-up promising practices in Phase II.
	15. A possible contract modification (no cost time extension for the subcontractor) was discussed with the project monitor.

III. UTILIZATION OF PERSONNEL

The contractors were very fortunate to retain personnel during the five-month planning contract. No attrition was experienced:

CVE Staff

William L. Hull, Project Director, .10 FTE

Kay A. Adams, Specialist, .5 FTE

CEPM Staff

Marie E. Shepardson, Subcontract Project Director, .25 FTE

Barbara Cole, Research Assistant, .50 FTE

No consultants were used on the project due to the unanticipated costs of attending unscheduled meetings and the additional search activities into the priority areas engaged in by the subcontractor.

Appendix A

Comments in Tracking

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University • 1960 Kenny Road • Columbus, Ohio 43210
Tel: (614) 486-3655 Cable: CTVOCEDOSU/Columbus, Ohio

November 12, 1976

Stanley H. L. Chow
System Coordinator
Far West Laboratory
1855 Folsom Street
San Francisco, California 94103

Dear Stan:

Thank you for your letter of November 8, 1976 and the enclosed publications from the Far West Lab. Kay received a packet of information from Diane McIntyre this week which looks like useful information for our project.

Enclosed is our critique of the DSR form based on current information. We may wish to include a section in the form on exemplary practices at some future date. Right now, the form appears to have more utility for R&D products and the tracking study than exemplary practices. We are interested in discussing a companion instrument to the DSR which would be sent to user audiences. Let's talk about this at the system-wide meeting.

Kay Adams has prepared specific comments which critique the existing DSR form. We can discuss these in more detail at the system wide meeting November 21, 1976.

We look formward to seeing you then.

Sincerely,

William L. Hull
Program Director

WLH/sc

cc: Paul Hood

(1) SPECIFIC COMMENTS ON THE DSR

We would recommend the following changes to the Dissemination Status Request. If the instrument is to be useful for tracking research and policy outcomes, item 3 of the instrument needs to be expanded and clarified. Most of our recommendations concern this item.

1. At some point in the future, it may be desirable to revise this form to include more of the "upstream" questions which tend to identify policy issues in advance of a crisis in schools.

2. An item should be inserted after item two which asks the respondent to: "Describe in one sentence the overall purpose and content covered in your project." The official title of the project may not provide sufficient information on its content.

3. For item 3, "knowledge outcomes" should probably be called "Research Outcomes" and defined as "knowledge, such as theories, research findings, concepts, principals, and synthesized information, resulting from some type of systematic inquiry."

4. Chage item 3A to read: For each report, article, book, presentation, etc., generated by the project (either during the project or subsequently) complete the following matrix by circling the appropriate letter(s) in each column. Circle all that apply.

Title	Type of Outcome	Intended Audience	Type of Dissemination	Estimated amount of use of the outcome by the intended audience
1.	a b c d e f g	a b c d e f	a b c d e	a b c d e f
2.				
3.				
4.				
write in	a. article in professional journal b. article in popular magazine c. report published in-house d. book or chapter in book e. presentation f. dissertation/ thesis, other	a. elementary teachers b. secondary teachers c. local administrators d. state or federal administrators e. counselors f. researchers or developers	a. entered in ERIC b. local c. state d. regional e. national	a. very high b. high c. moderate d. low e. very low f. don't know

5. Based on the existing data base from the responses to the 1975 HSR, we think that some categorization scheme should be developed for responding to item 3C, and perhaps 3B. The anecdotal information collected through 3C may be useful for preparing "success stories" but some specific information that can be conveniently aggragated across projects is also needed. For example:

a. How was the research outcome used? Circle those that apply and describe your response
   1. to modifying current practice
   2. as a basis for additional research
   3. to help make a decision or form a policy
   4. as a basis for developing a product or program
   5. to provide a rationale for current practice
   6. other
   7. not used or don't know

b. Who used the research outcome?

c. How much impact has use of the research outcome had on education?

M. L. Bull
CVE
2/28/77

(2) SPECIFICATIONS FOR TRACKING NIE SPONSORED PRODUCTS

This statement represents a continuing dialogue between The Center for Vocational Education, The Far West Laboratory for Educational Research and Development, and The National Institute of Education during the planning phase of the Feedforward system, now the RDx. This dialogue includes my memo to Stanley Chow dated November 12, 1976 and his response dated November 19, 1976. This statement will address some of the questions needing to be asked in any type of tracking activity. It assumes (1) that the Far West Laboratory will survey highly developed products and (2) that respondents to the survey will be R&D dissemination linkers primarily. These linkers should have a knowledge of client needs and R&D product capabilities.

Purposes

1. To determine what happens to products when they have been disseminated to potential users.
2. To learn more about how people use products.
3. To determine the impact of the products on practice.

The outcomes of this tracking activity are likely to yield candidates for the anecdotal success stories. Another possible outcome would be research questions about product use which could influence future product development or dissemination strategies.

Tracking Scope of Work

The tracking questions which would appear to be most important are listed on the following page with a brief rationale statement and suggested data collection activities. At a future date it may be possible to extend tracking activities to exemplary practices and other less-developed R&D-based outputs. Eventually, tracking activities should include the impact of products on policy.

What are the tracking questions?	Why are these questions important?	What are the implications for priority data collection activities?
1. How did users find out about this product?	1.a. If we know where and how users learned about NIE sponsored products, then we can use the successful methods of dissemination in the future.	1.a.1. Information seeking behavior should be studied. 1.a.2. Product dissemination strategies should be studied.
2. Why were the NIE sponsored products used?	2.a. The motivations of users provide the keys to product use. For example, a principal may use a certain procedure because it makes his job easier to perform.	2.a.1. Look at variables which make a difference in the use of products such as: a) the location of the user (rural, urban) b) the isolation of the school (small, large) c) the ease of implementation.
3. What modifications were made in the product?	3.a. Adaptation of the products could tell us who used the products and for what reasons. A consistent pattern of product changes could provide insight into improved product development procedures for the future.	3.a.1. Modified products should be included in any statement about the impact of the NIE sponsored products. Data should be obtained on the number of persons influenced by product use.
4. What roles were played by linking agents?	4.a. Tracking procedures can be used to map linking agent behavior. Actions by linking agents are likely to be correlated with product use. Ultimately, this information could impact on product development procedures.	4.a.1. Formats for sharing products with consumers should be examined. 4.a.2. Needed consumer information products can be identified.

The following questions may be useful in the design of tracking procedures:

1. How does research-based knowledge stimulate exemplary practice?

2. What types of research-based knowledge are most appealing/saleable to educational practioners?

3. What research findings have been used the most by practioners?

4. What research findings have had the greatest impact on the quality of educational practice?

5. How do practioners find out about research findings?

6. What practioner characteristics facilitate research applications?

7. What stimuli/factors facilitate the reading of research-based information?

8. What stimuli/factors facilitate the translation of research into practice?

January 11, 1977

Appendix B

PRELIMINARY GUIDELINES FOR WRITING
ANECDOTAL SUCCESS STORIES

This statement was written as a response to the questions contained in a memo of December 17, 1976 from Fred Rosenau to Naida Bagenstos. A follow-up response seems to be appropriate since CVE received a copy of the correspondence. Five guideline categories were suggested in the correspondence:

Guideline 1: Content

Investments of funds by the government to improve education throughout the country merit attention by the public. The representatives of the public, congressional men and women, need to know what happened as a result of these investments. Project success stories should give evidence of improvement which can be attributed to this investment. This "need to know" makes such information newsworthy. Each major category of funds expended on R & D by the National Institute of Education should have anecdotal stories written on it.

Guideline 2: Medium Used for Communication

As always the medium selected for the communication of the story depends upon (1) the target audience and (2) the impact the story is intended to achieve. Selective dissemination of information should be the key consideration. Some target audience

personnel, such as state legislators, have very limited time to scan printed information even to achieve a minimum level of awareness. The strategy for reaching these persons probably would call for communication with their aids or other persons they trust. Mediums such as the newspaper and radio reach large numbers of people; however, these people may not be as concerned with the resolution of educational problems as, for example, people who must allocate funds to operate schools. The guidelines for writing anecdotal success stories should result in the appropriate medium being selected for the task to be performed.

Guideline 3: Clearance of the Story

The clearance issue is a minor but troublesome one. Obviously, some agency has to "clear" the story. The primary consideration should be the accuracy of the information included in the story. A qualified writer, either a free-lancer or a staff writer, should be able to assure accuracy of the information. In fact, the guidelines should stipulate a reading of the final copy by the authoritative source providing the information prior to publication of the story.

Guideline 4: Responsibility for Writing the Story

Responsibility for identifying and writing anecdotal stories should be assigned. Project contractors are an unlikely prospect for writing success stories because their motives would be suspect. Of the alternatives mentioned in the Rosenau memo, the use of qualified writers in a "third-party" capacity would seem to offer some promise because (1) the writers could be funded by the sponsor on an as-needed basis, and (2) they would have credability with the public since they have not been associated with the project being described in the story.

Guideline 5: Identification of the Target Audience

As noted in guideline 2, the intent of the communication dictates the person(s) to receive it. Public information per se may be good because it raises the publics' awareness of educational improvement. This probably influences an individual's attitude about education, and it may result in more school levies being passed in local school districts. However, it may not engender much support for NIE appropriations. At least, this would not occur in the short run because it takes time for the wishes of the general public to filter through levels of government. Therefore, the guidelines written for the anecodotal success stories should clearly indicate the need for an accurate, detailed statement of purpose for the communication, and the guidelines should contain descriptions of types of persons who are likely to read these success stories. Such descriptions should enable writers to prepare stories consistent with the needs of their audiences.

December 16, 1976

Appendix C

Sentence Outline Phase II Plan

System Goal

Improve the rationality of policy decisions

Characteristics of the System

1. Collaborative with existing dissemination activities
2. User-driven

Functions of the RPI Contractor

1. RESPONSE: To respond to requests for assistance in solving problems in schools which have implications for policy
2. PROACTIVE: To develop a capacity for anticipating significant policy issues in the schools
3. FEEDFORWARD: To feedforward ideas, practices, and procedures with policy implications for further development or dissemination

Potential Deliverables to RIEs

1. One page information sheets on "hot" topics referencing documents, people, and promising practices.
2. Printed portfolios of synthesized information, products, people, and practices on frequently requested policy issues.
3. Interpersonal assistance through telephone consultation with RIE's or their clients on policy issues.
4. Bimonthly newsletter on emerging policy issues.
5. Conduct of quarterly meetings to:
   a. Stimulate exchange of ideas/information/practices,
   b. Assign priorities to policy topics for future reference,
   c. Review procedures for negotiating requests from exchanges, and
   d. Eliminate duplication of effort.

6. Designs for policy seminars on a few selected topics (agenda, content approach, consultants). One seminar may be demonstrated during the first nine months of the operational phase.

7. Procedures and prototype instruments for evaluating promising practices.

8. Annotated bibliographies on policy topics.

9. If funds and time permit, the feedforward of data-based projections on policy issues for the 1980's could be anticipated.

Relationships with the Client

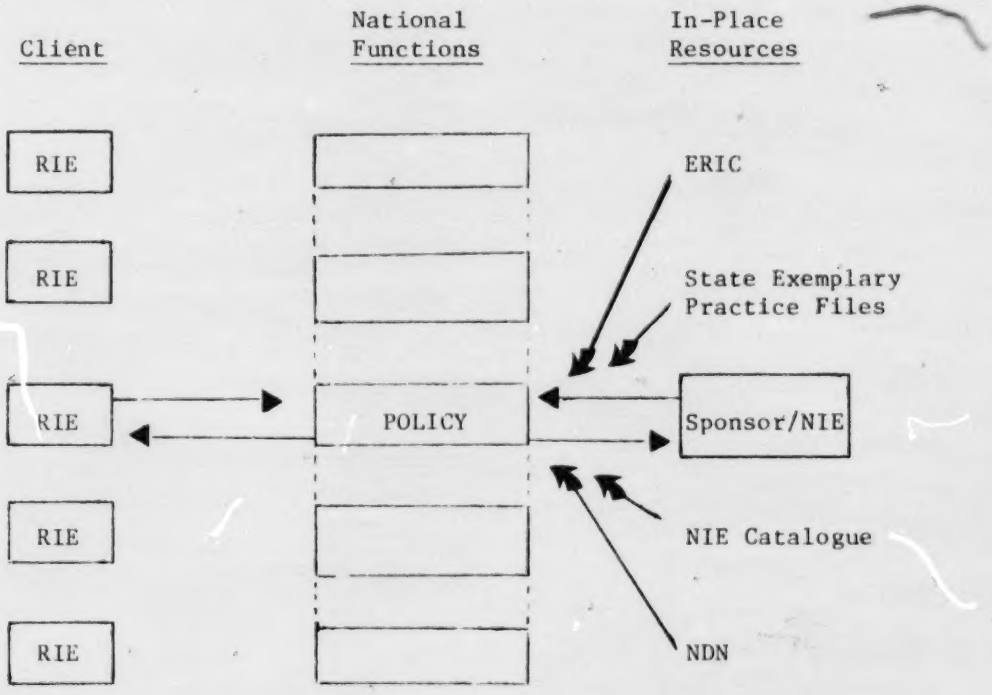
The RPI contractor views the RIEs as our prime client for the Dissemination and Feedforward System. The RIEs become the mechanism for delimiting the scope of work on policy issues. By the same token, the RIEs are the primary outlet for outputs from the RPI contractor. This relationship should be symbolic in nature with the RIEs filtering requests from their constituency while the RPI contractor would serve as a primary resource for the RIEs.

Relationships with Other Resource Agencies

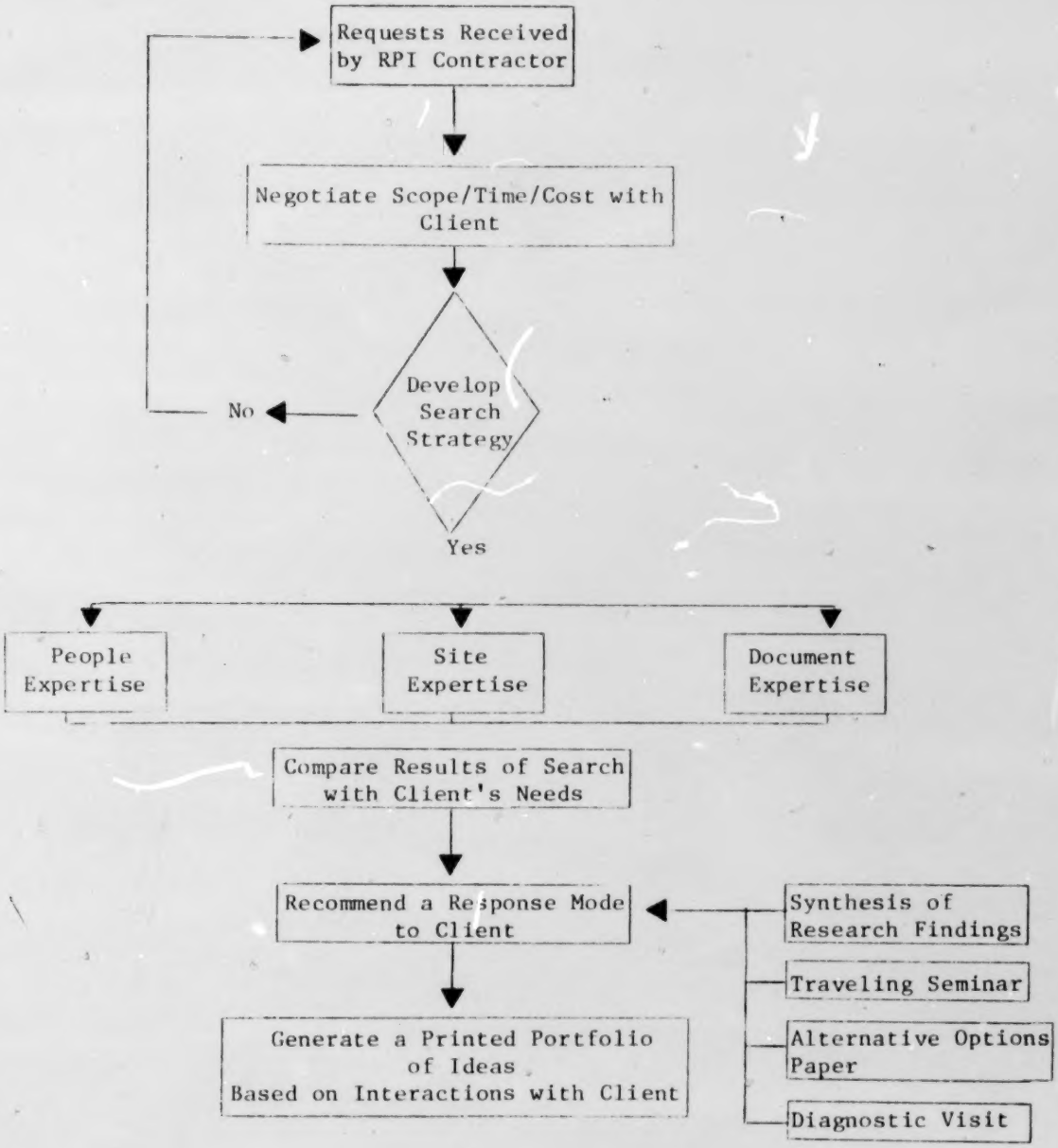
The RPI contractor would draw on the resources of other agencies without duplicating their services. For example, the RPI contractor would draw on available information syntheses from the ERIC Clearinghouses to help answer some of the problems in schools; some questions are likely to be referred directly to an information source such as a particular clearinghouse; however, some topics may require syntheses to be written.

The RPI contractor would coordinate requests across regional agencies. For example, it may be necessary to draw on expertise in one region to assist with a problem in another. The RPI contractor would make this information more accessible than it is presently.

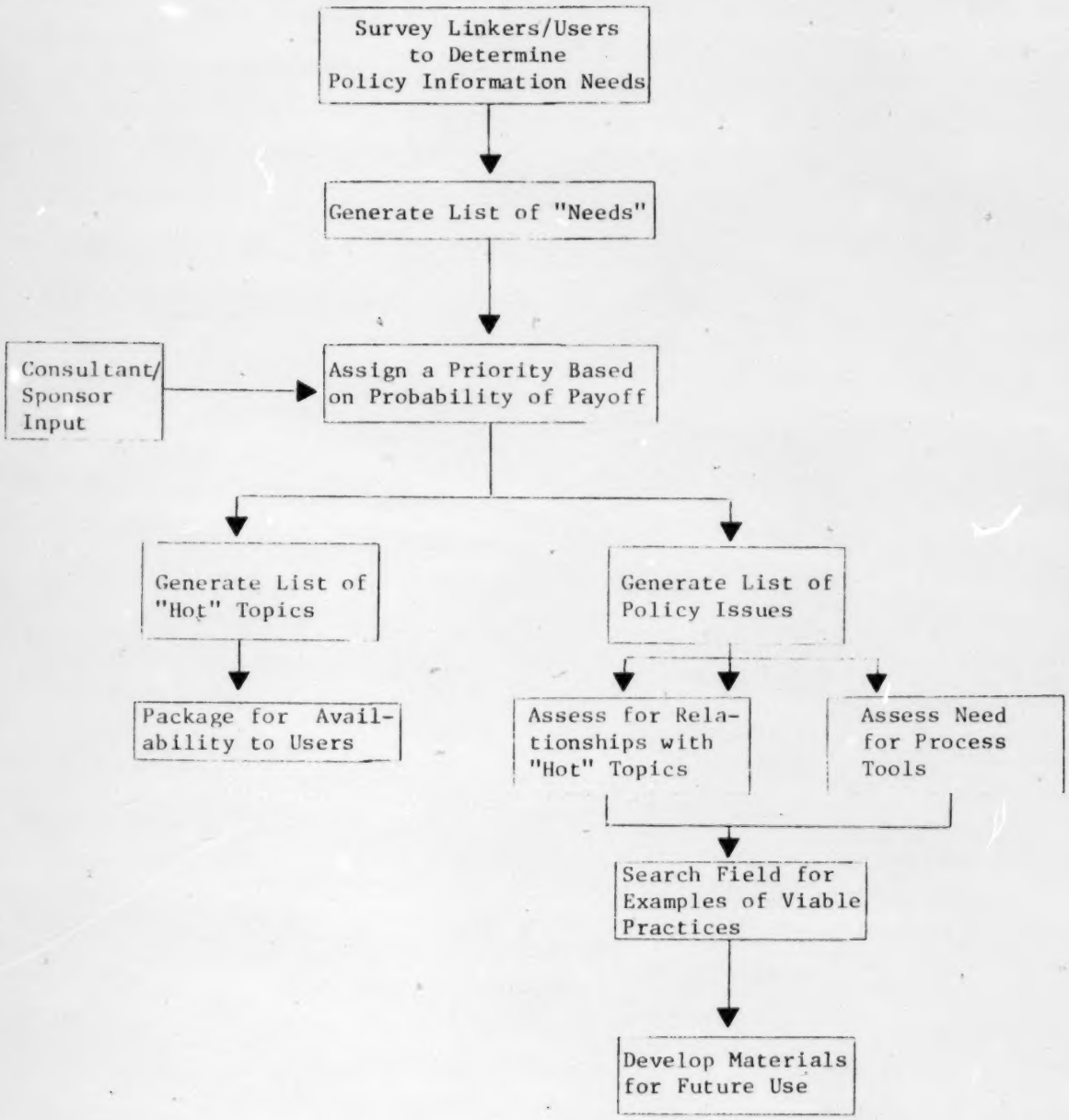
INPUT/OUTPUT RELATIONSHIPS AMONG AGENCIES



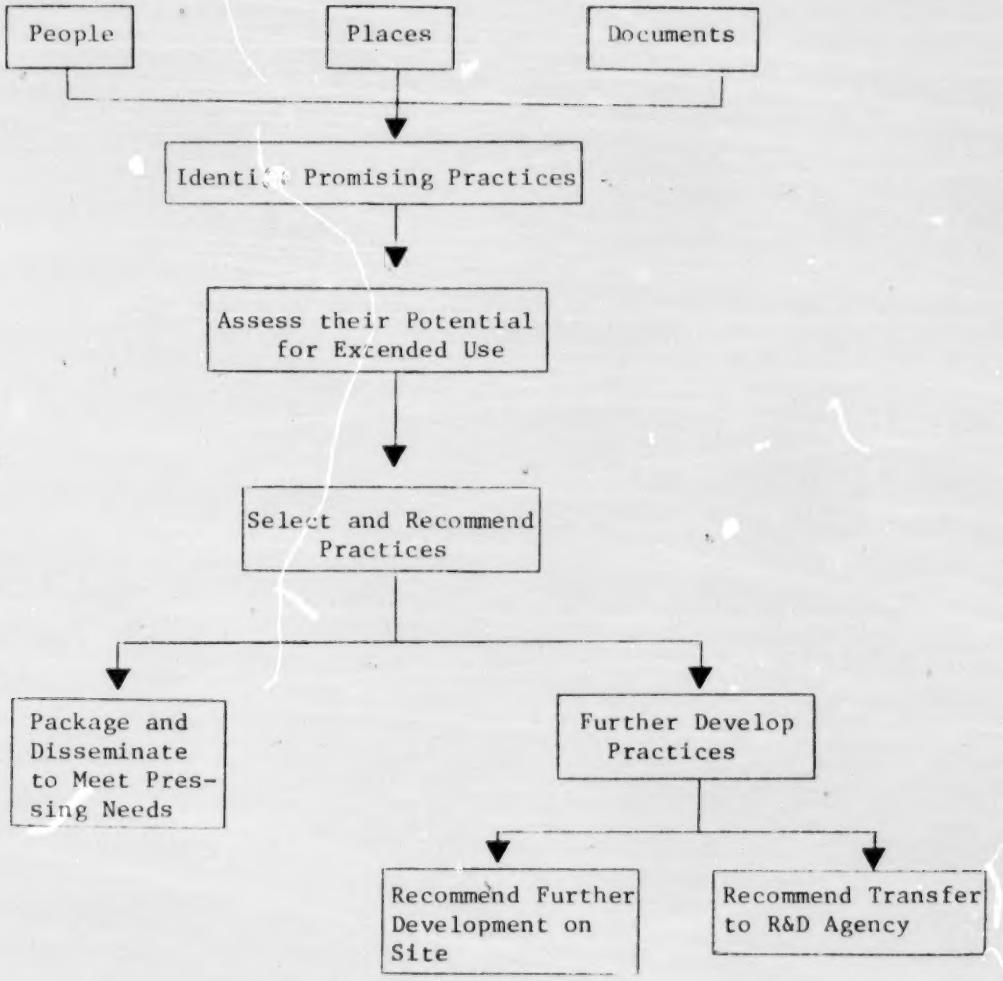
RESPONSE FUNCTION



PROACTIVE FUNCTION


Survey Linkers/Users to Determine Policy Information Needs
Generate List of "Needs"
Consultant/ Sponsor Input
Assign a Priority Based on Probability of Payoff
Generate List of "Hot" Topics
Generate List of Policy Issues
Package for Availability to Users
Assess for Relationships with "Hot" Topics
Assess Need for Process Tools
Search Field for Examples of Viable Practices
Develop Materials for Future Use

FEEDFORWARD FUNCTION



January 11, 1977

Appendix D

Phase II Operational Plan

J. Magisos
B. Hull

RESOURCE AND INFORMATION REFERRAL SERVICE (RIRS)

A. Objectives

1. Outcome Objective

The primary objective of this contract is to provide prompt access to relevant available resources (i.e.. information systems, clearinghouses, networks, organizations, agencies and personnel) for solving educational problems.

2. Enabling Objectives

The contract objective requires a comprehensive data base and a service capacity. This can be attained through several enabling objectives:

a. Developing and maintaining a comprehensive data base on available resources

b. Preparing the data base for access

c. Matching segments of the data base with anticipated needs

d. Establishing and maintaining relationships with resource organizations and personnel

e. Responding to clients' requests

f. Comparing resource capabilities with clients' needs

g. Distributing directories and lists to clients

B. Target Audiences

1. Primary Audience

The primary clients of the RIRS contractor are the regional exchanges in the Dissemination and Feedforward

System (DFFS). Requests to the RIRS contractor will be channeled through the regional exchanges whenever possible because the intent is to capacitate the regional exchanges. Only on rare occasions will other clients be served.

2. Secondary Audience

The need for service to agencies other than regional exchanges should be recognized. On special occasions for example, the National Institute of Education may ask RIRS to assist the Congressional Budget Office in identifying appropriate resource organizations when a policy issue is under consideration and NIE has been asked to help.

C. Functions

1. Foundational

The acquisition, storage, and retrieval of information about resources are essential to the operation of this referral service. The RIRS data base differs from data bases in the regional exchange and other agencies in two significant ways:

a. The focus is on organizations (networks, centers, and agencies), and

b. personnel who have expertise in solving educational problems.

2. Responsiveness

RIRS will receive and promptly respond to requests from regional exchanges and their clients with information about organizations and personnel qualified to provide needed services.

3. Feedforward

The needs of requestors and the availability of resources will be identified through recordings of requests and responses.

D. Operations

1. Internal Operations

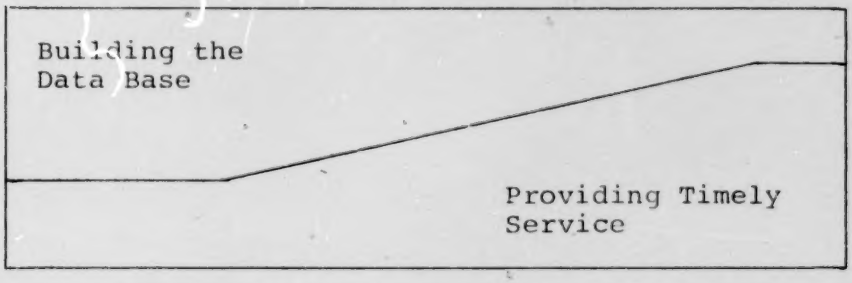
The internal operations of the RIRS are summarized on the next page. Listed are outcome objectives, enabling objectives, activities and deliverable products.

SUMMARY OF RESOURCE AND INFORMATION REFERRAL SERVICE

Purpose. To provide Regional Information Exchanges and their clients with prompt access to relevant available resources (i.e., information systems, clearinghouses, networks, organizations, agencies, and personnel) which are potentially useful in solving educational problems.

Outcome Objectives	Enabling Objectives	Activities	Deliverable Products
A. Comprehensive information about resources (organizations and personnel) which will help RIE's and their clients..... 1) Identify resources which may be useful in solving educational problems 2) Choose among alternative resources, some of which compete or overlap 3) Obtain services more efficiently	1) Develop and maintain a data base on available resources	1) Amass information about resources from existing sources, emerging organizations, literature, personnel 2) Verify accuracy and currency of information 3) Input information to a searchable data base	Computer tape or card file on organizations and personnel
	2) Prepare the data base in a user-accessible format	1) Develop a catalog, periodically updated, which provides the off-site user with accessibility to the data base	Directory of Resources (Organizations and personnel)
	3) Match segments of the resource data base with anticipated problems of specific target groups	1) Prepare lists of resources for expected problems 2) Use lists in answering requests	Special lists of resources for critical problems
	4) Establish and maintain relationships with resource organizations and personnel	1) Inform resource organizations and personnel about resource referral and information needs 2) Obtain information about resource organization and personnel capacity to serve RIE's and their clientele	Descriptive brochure about the Resource Referral and Information Service
	5) Compare resources with user needs	1) Record user requests 2) Analyze user requests 3) Analyze resource availability	Report on user needs, and resource availability
B. Timely service available to RIE's and their clients in the form of.... 1) Information on how to obtain resources 2) Access to resources	1) Respond to user requests about resources	1) Solicit and receive requests from RIE's 2) Service Requests	X
	2) Distribute directories and lists to users	1) Deliver directories and lists through RIE's	X

RIRS will be located in CVE's Information and Field Services Division along with the ERIC Clearinghouse on Career Education, the AIM/ARM project, and Research Library. It is estimated that operation of RIRS will require two FTE professional personnel supported by 2.5 FTE technical and clerical personnel during the first nine months. There will be an immediate need to service some requests, but



the initial emphasis will be on data base building followed by an increase in service capacity.

2. External Operations

This contract should result in optimal use of the DFFS and other related information service agencies because selected requests would be referred to appropriate agencies. RIRS would provide the following services to:

a. Regional exchanges:

1. Computer tapes of stored information,
2. Card files,
3. Directories of Resources,
4. Lists of resources for critical problems,
5. Descriptive brochure about the RIRS, and
6. Responses to requests for information;

b. Linkage training contractor:

1. Referral of requests for linkage training,
2. List of topics for training needs, and
3. Lists of resources for training purposes;

c. Consumer information contractor:

1. Responses to requests for assistance in identifying resources on selected topics, and

2. Recommended list of topics for transformation;

d. Data management contractor:

1. Records of requests for services, and

2. Brief feature articles for internal/external newsletters.

RIRS would participate in system-wide planning with other contractors. RIRS would also meet with ERIC Clearinghouses, capacity Building Grantees, and other external groups whenever possible and appropriate.

Appendix E

REPORT ON PROMISING PRACTICES

Kay A. Adams

January 11, 1977

Introduction

The purpose of this report is to describe preliminary procedures and provide prototype instruments for identifying and collecting evaluative information about promising practices. This report summarizes some of the current activities around the country to identify, validate, and/or disseminate promising practices. It also outlines a plan for developing a national file of validated promising practices which builds on current activities. A national file of promising practices can be used in several ways. Practices can be:

- screened by user panels and those selected made available to the user community "as they are" through the Regional Information Exchanges, SEA's, etc.
- transmitted to Research and Development agencies for further development and/or validation
- submitted to publishers or Research and Development agencies to be packaged for widespread dissemination.

State of the Art

Procedures

Telephone interviews have been conducted with dissemination personnel in selected state education agencies to gain a more complete picture of ongoing activities to identify promising education practices. In addition, various documents describing procedures for identifying, validating, and/or disseminating promising practices have been reviewed. Catalogues of promising practices which have been

developed by states and other agencies have also been reviewed.

The purposes of the state of the art study were:

(1) to identify successful strategies, formats, and criteria for identifying, describing, validating, categorizing, and disseminating promising practices;

(2) to identify existing pools of promising practices which can be reviewed for entry into a national file;

(3) to identify gaps in current SEA, ISA, LEA, and national efforts in the arena of promising practices.

Telephone interviews were conducted with selected SEA personnel. Individuals contacted include:

- Gregory Waddick, Assistant Commissioner, Division of Planning and Development, State Department of Education, St. Paul, Minnesota
- Virginia Cutter, Director, Division of Dissemination, Texas Education Agency, Austin, Texas
- Michael Kuhn, Associate Director for the State Capacity Building Grant and Rodney P. Smith, Project Director for compiling "An Alternative Education Collection", State Department of Education, Tallahassee, Florida
- Roger Lulow, Director, Division of Planning and Evaluation, State Department of Education, Columbus, Ohio
- Glen White, Director, Research Coordinating Unit, Jefferson City, Missouri

The interview schedule which serves as the basis for these phone calls is included in Appendix A. The schedule was adapted to fit the various types of experiences and knowledge each state had to offer. Some of the Preliminary Findings from the Interviews and Document Reviews are highlighted below.

Findings

Some current strategies for Identifying/Validating/Disseminating/Promising Practices are:

- Sharing Educational Success: A Handbook for Validation of Education Practices (1974) provides detailed procedures and instruments for validating primarily ESEA

Title IV, Part C programs. The process is used by individual states. Some states have used the process to validate practices other than those supported through ESEA Title IV C funds.

- The Joint Dissemination Review Panel (established 1972) has established criteria and procedures for validating the effectiveness of federally funded programs.

- The Texas Education Agency is currently in the process of developing a state validation process for evaluating all promising practices in Texas called the Texas Validation Process. The process would include soliciting information about projects from a variety of funding sources as well as projects without formal funding. Rigorous validation criteria have been developed for screening the practices.
  Contact person: Virginia Cutter

- The State Department of Education in Florida has recently published a catalogue of alternative education practices drawn from Florida as well as national sources. Their catalogue The Other Education Experience: An Alternative Education Collection was developed by sending out letters asking for information about innovative practices and alternative education programs. Information was collected from professional organizations, private foundations, the fifty largest metropolitan school systems, SEA's, research oriented organizations, and district level personnel in Florida. With a 65% return rate, they have compiled this information into a 276 page catalogue. However, the effort has been disbanded due to lack of funds so further efforts to validate and disseminate the practices are not planned.
  Contact person: Rodney P. Smith

- Pathways to Success (1974) is a resource manual for the dissemination of successful education programs in New Jersey.
  Contact person: Office of Program Development, Division of Research, Planning and Evaluation, Department of Education, State of New Jersey

- Ohio publishes two catalogues related to promising practices. An "adoption catalogue" provides in-service for using Title III and Title IV projects. An "instructional materials exchange" catalogue provides a forum for exchanging locally developed instructional materials among school districts, such as teacher guides, curriculum materials, etc.

Existing Pools of Promising Practices include:

- Educational Programs that Work (1976) provides brief descriptions, financial requirements, evaluation data, services available, contact persons and other information about the exemplary programs which have been approved for dissemination by the Joint Dissemination Review Panel. Two editions of the source book have been published, 1976, and updated Fall, 1976.
  Contact: Order Department, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, CA 94103, $4.95 prepaid.

- The Other Education Experience: An Alternative Education Collection (1976) provides very brief descriptions and contact persons about alternative education practices in Florida and to a more limited extent, the Nation. All types of programs from pre-school to adult are included.
  Contact person: Rodney P. Smith, State of Florida, Department of Education, Tallahassee, FL 32304 $6.84

- Exemplary Programs for Migrant Children (1974) lists selected programs funded through Title I, ESEA. Programs were selected for comprehensiveness of services (both ages served and variety) and replicability in migrant and regular education programs. National, interstate, state, and local programs are described in addition to special services. The report is written in narrative, highly anecdotal style with pictures.
  Developed by: Gloria Mattera and Eric M. Steel
  Available through: National Education Laboratory Publishers, 813 Airport Blvd., Austin, TX 78702 $5.00

- Projects to Advance Creativity in Education (1976) was developed by the Minnesota Department of Education. The catalogue in its 3rd edition, describes projects supported through ESEA Title IV, Part C in Minnesota. The catalogue describes the objectives, evaluation, dissemination, publications and available materials, grants, project director, and participating school districts for each project.
  Contact person: Division of Planning and Development, Minnesota Department of Education, 718 Capitol Square Bldg., 550 Cedar Street, St. Paul, MN 55101

- Guide Book to Promising Practices (1974) describes ESEA especially effective Title I, compensory education projects in the state of California. Criteria of eligibility were established, projects were nominated and screened by reviewing evaluation data. The remaining projects were visited by a validation team. ESEA Title III projects worth knowing about are also described.
  Contact person: Office of Dissemination, State of California, Department of Education, State Education Bldg., 721 Capitol Mall, Sacramento, CA 95814

- The State of Idaho Department of Education publishes Idaho Emphasis (1973) which describes the states ESEA, Title III projects.

- The Wyoming State Department of Education publishes Project Evaluation Reports (1974) which provides brief descriptions and evaluation data on ESEA, Title III projects.

- The Pennsylvania Department of Education's ESEA Title III PACE in Pennsylvania (1973) provides abstracts of these projects. Each abstract includes: location, project director, state project number, title, funding by year, termination date, projected funding level for total project period, target population, major objectives, activities, evaluation design, findings to date, dissemination plan, and progress toward adoption.

- The New Jersey Department of Education publishes Educational Programs that Work. The catalogue describes only programs that have been validated as successful, cost-effective, and exportable through the IVD process from Sharing Educational Success. Each description includes overview; essential elements of the program; goals; evaluation design and results; costs; dissemination services and materials, and contact person.

- The New York State Title III Facilitator publishes a loose-leaf catalogue of Title III projects. Each description includes: abstract, goals and features, audience, descriptors, components, availability, costs, adoption requirements, and other considerations.

- Profiles of Career Education - volumes II, III, and IV (1974) describe career education projects in all fifty states. The project profiles are organized by state and include information about: district population, type of area, students' background, annual family income, years of project operation, number of project staff, approach to career education, project staff, school staff, training, community resources, curriculum materials and highlights of the key feature of the project under an area titled "An idea that worked."
  Contact: Prepared by the Office of Career Education, USOE by Policy Studies in Education, 52 Vanderbilt Avenue, New York, NY 10017

Definition of Terms

Since "promising practice" is a nebulous terms open to many interpretations and miscommunication, the following definition is offered to add more precision to the term.

An exemplary educational practice is a new or outstanding practice developed in a local education setting. A practice differs from an educational program in that it is smaller, simpler, involves fewer people, has less diverse role involvement, and has less packaging. A practice is exemplary to the degree it meets five criteria.

(1) is viewed by practioners as needed and worth imitating;

(2) is successful/effective;

(3) is exportable;

(4) is reasonable in cost, time, and personnel required for implementing it;

(5) has been systematically documented.

These criteria serve as a basis for defining three broad categories of exemplary practices which have relevance for the DFF system:

Hard Core	Practices which have been approved through JDRP* or IVD**
Medium Core	Practices which meet all the criteria but lack formal approval
Soft Core	Practices which are weak on one or two of the criteria, but very strong on the first criteria

* The Joint Dissemination Review Panel (JDRP) was established by the Assistant Secretary of Education in 1972. The panel was created to review federally funded educational programs, products, and practices to determine if there is adequate evidence of their effectiveness before their dissemination is approved. Many of the JDRP approved programs have been described in Education Programs That Work, USOE, 1976, updated Fall 1976. Many JDRP approved programs are also currently being disseminated through the National Diffusion Network, sponsored by USOE.

** The Identification, Validation, and Dissemination (IVD) process was dedeveloped through the cooperative efforts of the National Association of State Advisory Council Chairmen, the National Advisory Council for Supplementary Centers and Services, State ESEA Title 4 coordinators, and ESEA Title 4 C personnel in USOE. The IVD process has been described in detail in Sharing Educational Success: A Handbook for Validation of Educational Practices. The IVD process is used by individual states to validate Title 4 programs. Several states are beginning to use the process for validating programs other than those supported with ESEA Title 4 C funds. Projects that have been IVD validated are often also submitted to JDRP for approval so federal support for diffusion and adoption can be acquired.

Constraints

Several constraints affect the identification and sharing of promising practices. For example:

1. Since exemplary practices are not as well defined, tangible, independent and separable as educational "products", exemplary practices are more difficult to identify, describe, collect, validate, and share than products.

2. Since most exemplary practices have not grown out of an R&D process, the practice is much more of an unknown quantity which may be rough at best and actually harmful at worst.

3. Since an exemplary practice may not be well documented through written descriptions and a project history, it may be difficult to disseminate the practice to those who wish to replicate, validate or package it.

4. Since an exemplary practice my be difficult to specify, it may also be difficult to credibly validate its effectiveness.

METHOD

A five step process is needed to set up a useful national file of promising educational practices and to transmit these practices either into the user community for immediate application or to R&D agencies and/or publishers for packaging and widespread dissemination. The five steps to be accomplished are:

(1) identify promising practices

(2) screen promising practices to select the best

(3) evaluate promising practices

(4) categorize selected practices by type, content, and dissemination mode

(5) develop and implement strategies for disseminating practices

The development of a national promising practices file is viewed as a collaborative activity between a national functions contractor and the five Regional Information Exchanges. A suggested division of responsibilities and activities is illustrated in Table 1. Table 1 breaks out the five steps needed to create a national file into specific activities.

TABLE 1

Activities and Responsibilities for Promising Practices

Step	Activity	Agency Responsible
1. Nominate promising practices.	1.1 Develop procedures, criteria, and instruments for identifying promising practices.	NF*
	1.2 Identify existing collections of promising practices.	NF/RIE's**
	1.3 Identify procedures used at the LEA, ISA, or SEA levels to identify, validate, or disseminate promising practices.	NF/RIE's
	1.4 Nominate promising practices in each region in collaboration with the SEA's from existing collections and a mail survey.	RIE's
2. Screen promising practices to select the most promising.	2.1 Screen practices within each region and submit those selected to the national level RIE.	RIE's
	2.2 Screen promising practices at the national level.	NF
3. Evaluate promising practices.	3.1 Develop procedures and instruments for collecting in-depth descriptive and evaluative information about selected promising practices.	NF
	3.2 Collect in-depth information about the selected practices within each region.	RIE's

* National Function
** Regional Information Exchange

TABLE 1 CON'T

Step	Activity	Agency Responsible
4. Categorize promising practices by content, type, and dissemination mode.	4.1 Develop criteria and procedures for determining the dissemination mode for each practice.	NF
	4.2 Develop a national file of promising practices, categorized by type and content, which are ready to be disseminated "as is."	NF
	4.3 Develop a national file of promising practices which require further development, validation, and/or packaging.	NF
	4.4 Develop a national file of promising practices which are candidates for widespread dissemination through publishers.	NF
5. Develop and implement strategies for disseminating promising practices.	5.1 Develop and implement strategies for channeling practices which are ready for dissemination "as is" into the user community.	RIE's
	5.2 Develop and implement strategies for channeling selected practices to R&D Labs and Centers, publishers, and other agencies for further development, validation, packaging, and/or widespread dissemination.	NF

Step 1: Nomination of Promising Practices

Procedures, criteria and prototype instrumentation will be developed for nominating promising practices. The process of nominating promising practices requires answers to four basic questions about promising practices: From whom and what sources will information be collected? What information? How and Under what conditions?

From what sources? It is suggested that promising practices be identified through two primary sources by regional information exchanges:

(1) review of existing files or catalogues of practices,

(2) survey of selected agencies, such as professional organizations, SEA's, ISA's, large LEA's and research oriented organizations.

What information? Deciding what type of information is to be sought about promising practices illicits several trade-offs. The more rigorous and prolific the information to be collected, the greater the possibility that practioners will not respond at all. Practioners will generally be more willing to send a brochure about their project than to answer a detailed questionnaire which may require the collection of additional data. Yet the less information available about each practice, the more difficult it becomes to screen the practices on various dimensions to select the best. It is therefore suggested that the information collected to identify promising practices be brief. However, after the practices have been screened and significantly reduced in number, more in-depth descriptive and evaluative information should be collected. The information required for nominating practices should be of the type that can be drawn from a brochure or an existing description of the practice in another document. The following specifications are suggested:

I Title, Location, Contact Person

II Brief Narrative Description (problem, purpose, context, activities, target audience)

III History (date initiated, funding source, funding level by year)

IV Estimated replication cost

V Yes/No responses to questions on: availability of printed awareness information about the program, existence of evaluation data on program success, feasibility of replication, continuation plans

VI Signitures authorizing nomination of practice and its availbility for use by others.

How? A short form asking for the descriptive and evaluative information outlined above will be completed for each practice that meets minimum criteria of eligibility. This form can be completed directly by the developer of the practice or by another person using an existing description of the practice and appropriate authorization.

Under what conditions? Several criteria are suggested as baseline standards for nominating promising practices. A nomination form would not be completed for a given practice unless it met these baseline criteria. Suggested baseline criteria are:

- Documentation. Some type of awareness materials which describe the practice - its history, management, activities, materials used, target audience, costs, and/or outcomes are available or can be feasibly developed.
- Accessibility. The practice is now and is expected to be in observable form for two or more years.
- Maturity. The practice has been in operation for two or more years.
- Availability. The developers and sponsors of the practice are willing to make the practice available for use by others at no cost to the developers or sponsors. Authorship and copyright will be maintained by the developers/sponsors.
- Evaluation. Some type of evaluation of the success of the practice has been conducted.
- Exportability. The practice can feasibly be replicated/adapted at another site.
- Perceived Relevance to Needs by Developers. The practice is viewed by practitioners as needed and worth imitating.

Respondents would be asked to nominate only practices which meet the baseline criteria. However, even the least restrictive criteria may inadvertantly prevent an excellent practice from being identified. Therefore respondents will be invited to also nominate promising practices which are exceptionally outstanding that do not meet all the criteria. A rationale for nominations of practices which do not meet all the criteria would be required. A prototype instrument for nominating promising practices is outlined in Figure One. The instrument should be pilot tested and refined before widespread use.

Step Two: Screen Promising Practices

The practices identified during the nomination process will be screened by the Regional Information Exchanges to: delete those practices which do not meet minimum baseline criteria (exceptions can be made for outstanding practices if a rationale is provided) and to select from the remaining pool a negotiated and equitable proportion of the practices to submit to the national function contractor from each region. It is recommended that the preliminary screening at the regional level be accomplished through a panel representing regional, SEA, ISA, and LEA interests. The screening process should be based on the seven baseline criteria described earlier: documentation, accessibility, maturity, availability, evaluation, exportability, and relevance. The most emphasis in the regional panel reviews should be placed on the relevance of the practice to the needs of practicing educators. Practices in the highest need areas should receive priority.

After practices have been submitted by each regional information exchange, a second screening will occur at the national level to further reduce the practice pool. The national screening panel would include R&D personnel, publishers, federal representatives, and content experts. This group would be asked to screen the practices on the following criteria:

FIGURE 1

Prototype Instrument for Nominating Promising Practices

1. Name of the Program: _____

2. Address: _____

_____

3. Contact Person: _____ Position: _____

4. Location: _____ Telephone: _____

5. Brief Description of Program (Problem, context, purpose, objectives, activities): _____

_____

_____

_____

_____

_____

_____

6. Target Audience: _____

7. Date Practice was Initiated: _____

8. Funding Source: _____

9. Funding Level by Year: _____

10. Estimate of total cost for a school or agency similar to yours to replicate this practice: _____

11. In your opinion, will this practice be viewed as needed and worth initiating by other educators? _____ YES _____ NO

*12. Has the Practice been in operation for at least 2 years?
_____ YES _____ NO

---

* Questions 12-16 are adapted from the Texas Validation Process, Texas Education Agency, Fall, 1976.

FIGURE 1 CON'T

13. Is it planned to maintain the practice in observable operation for at least two more years? _____ YES _____ NO

14. Are evaluation data available about the success of the practice in achieving its objectives? _____ YES _____ NO

15. Is the practice exportable, that is, do you think the practice can feasibly be replicated at another site? _____ YES _____ NO

16. Is printed information about the practice available which would be useful to a school or agency considering adoption? _____ YES _____ NO

- If no, can you think it is feasible to develop awareness materials? _____ YES _____ NO
- If yes, provide the title, brief description of contents and number of pages of each document.

_____

_____

_____

_____

_____

_____

17. Provide any other information or further rationale for nominating this practice.

_____

_____

_____

_____

I have no objections to making this practice available for use by others with the understanding that the original developers will maintain authorship and incur no additional costs.

Person Completing Form: _____ Date: _____

Person Authorizing Nomination: _____
(Signature of Project Sponsor or his/her representative)

- Publisher Interest. Publishers express interest in marketing the practice.

- Development Potential. It is feasible and desirable to cycle the practice through an R&D process for refinement and packaging.

- Perceived Relevance to Needs by Experts. Content experts view the practice as critically needed and worth imitating.

Step 3: Evaluate Promising Practices

Procedures and instruments for collecting in-depth descriptive and evaluative information from developers and users about selected promising practices will be developed. These instruments will be used within each region.

In-depth information from developers. More in-depth information from developers about their practice can be collected through either a mail survey or on-site visitation. Suggested criteria for this level of evaluation include:

Intrinsic Quality. The practice is instructionally sound, has accurate content, is socially fair, and is up-to-date.

Effectiveness. There is credible and relevant evidence that the practice successfully achieves its objectives.

Practicality. Cost, time, personnel and ease of use are reasonable for replicating the practice.

Developers would be asked to provide the following type of information about their practice:

I. In-depth Description of Practice

   A. Specific objectives

   B. Activities for the attainment of each objective

II. Resource Specifications for Replication

   A. Materials used

   B. Staffing

   C. Facilities and equipment

   D. Training

III. Evidence of Effectiveness

A. Needs assessment and findings

B. Evaluation design

C. Instruments

D. Sample size

E. Statistical evidence of effectiveness

F. Subjective evidence of effectiveness

Excellent guidelines are described in Sharing Educational Success for collecting in-depth information from developers. However, since many of the nominated promising practices may be in a less developed/validated/documented form than the typical Title IV C project, it is recommended that the IV D procedures be modified to suit the more intangible, less systematic nature of the practices.

User evaluation of practices. Information will also be collected from users of practices based on 3 criteria.

> Perceived Relevance to Needs by Users. Users are interested in and perceive a need for the practice.
>
> User Satisfaction. Users of the practice report positive changes in their knowledge, attitudes, and/or behaviors.
>
> User Recommendations. Users of the practice recommend it to others.

A prototype instrument for collecting evaluative information from users is illustrated in Figure 2.

Steps 4 and 5: Categorize Promising Practices and Develop Dissemination Strategies

Based on the in-depth information collected in Step 3, practices will be categorized into one of four "dissemination modes." These categories and a "profile" of the type of practices to be placed in each category are illustrated in Figure 3.

FIGURE 2

User Questionnaire

Please provide your honest responses to these questions about your participation in the following educational practice: _____

_____

_____

Completion of this questionnaire is strictly voluntary. Your name will not be placed on the questionnaire and your individual responses will not be discussed with anyone in your school or educational agency.

1. Which category of individuals do you belong to in relation to this practice (Check one)?

   _____ Student _____ Guidance Counselor

   _____ Teacher _____ Other (please specify) _____

   _____

2. Are you currently involved with this practice? _____ YES _____ NO

3. Describe in one sentence the purpose of this practice.

   _____

   _____

   _____

4. Check the one phrase that most nearly reflects your satisfaction with participation in this practice and explain why.

   _____ Extremely satisfied _____ Somewhat dissatisfied

   _____ Moderately satisfied _____ Very dissatisfied

   _____ Slightly satisfied

   Your comments: _____

   _____

   _____

   _____

   _____

FIGURE 2 CON'T

5. Have positive changes occurred in your knowledge, attitudes, or behaviors as a result of participating in the practice? _____ YES _____ NO

   If yes, what changes?_____

   _____

   _____

   _____

6. Do you believe the end results of this practice justified the amount of money spent? Why or why not? _____ YES _____ NO

   Your comments:_____

   _____

   _____

   _____

7. If you were in charge of deciding what types of new educational practices are most needed in schools, where would you rank this practice in a list of twenty?

   _____ 1-2 _____ 6-10 _____ 16-20

   _____ 3-5 _____ 11-15

8. Do you think this practice could be repeated successfully in another school? Why or why not?

   _____ Yes, without change _____ No

   _____ Yes, with minor changes

   _____ Yes, with major changes

   Your comments:_____

   _____

   _____

   _____

FIGURE 3

Alternative Dissemination Modes for Promising Practices

No Active Dissemination	Channel to R&D for Further Development	Actively Disseminate Through Existing Channels	Channel to Publishers for Packaging
. Low perceived relevance to needs by users and experts.	. High perceived relevance to needs by users and experts.	. Moderate to high perceived relevance to needs by users.	. High perceived relevance to needs by users and experts.
. Low user satisfaction.	. High user satisfaction.	. Moderate to high user satisfaction.	. High user satisfaction.
. Low user recommendation.	. Moderate to high user recommendation.	. High user recommendation.	. High user recommendation.
. Low development potential.	. High development potential.	. Low development potential and/or need.	. High publisher interest.
. Intrinsic quality has weaknesses.	. Intrinsic quality has weaknesses.	. Moderate to high intrinsic quality.	. High intrinsic quality.
. Inadequate effectiveness data.	. Inadequate effectiveness data.	. Moderate to high effectiveness supported by credible evaluation data.	. High effectiveness supported by credible evaluation data.
. Impractical to replicate in its current form.	. Requires additional development for replication.	. Practical to replicate in its current form.	. Requires packaging for widespread replication.

The practices which are ready to be actively disseminated "as they are" to the educational community will be categorized by content and type. Short descriptive briefs on each practice will be prepared using the data collected in steps one and three. A loose-leaf national collection of practices will be developed and shared with the Regional Information Exchanges. Each exchange will then be responsible for developing and implementing strategies to disseminate the practices within their region.

The practices which have high potential for impact if improved through R&D or packaged by commerical publishers will be channeled through these sources when suitable arrangements can be made.

Appendix A

Interview Schedule:

State of the Art of
Exemplary Practices in State Education Agencies

State_____

Contact Person _____

Role _____

1. Do you maintain a file or catalogue of exemplary programs and practices for your state?

   _____Yes, if yes proceed to question 2.

   _____No, if no skip to question 12.

   Title_____

2. How do you identify exemplary programs and practices?

3. Which of the following types of exemplary programs and practices are identified:

   _____federally funded, what federal funding sources?

   _____state funded, what state funding sources?

   _____locally funded, what local funding sources?

   _____not formally funded

4. Do you evaluate the exemplary programs and practices developed within your state to select the best?

   _____No

   _____Yes, if yes:

   a. What process is used?

   b. What criteria are used to judge them?

   c. How many programs have been reviewed?

5. Do you disseminate information about exemplary practices

a. within the state? _____No _____Yes, if yes

b. outside the state? _____No _____Yes, if yes

c. What dissemination strategies are used (eg. mailing out catalogues, demonstration sites, seminars, etc.)?

d. Approximately how many people have you reached? _____

e. What types of individuals have you disseminated information to?

6. For how many years have you identified promising practices? _____

How often do you update your file? _____

7. What problems have you experienced in identifying exemplary practices?

8. What problems have you experienced in describing and categorizing exemplary practices?